

Montana Comprehensive Assessment System Spring 2014 Smarter Balanced Field Test Accessibility and Accommodations

All Aboard: OPI Assessment/Data Conference
January 2014

Gail McGregor, University of Montana
Magda Chia, Smarter Balanced
Judy Snow, State Assessment Director

Agenda

- Introduction and Background—Judy Snow
- Overview of the Smarter Accessibility Guidelines—Magda Chia
- Transitioning to the Smarter System—Gail McGregor
 - Draft Crosswalk
[http://opi.mt.gov/pdf/Assessment/SMART/DraftCrosswalkC
RTSmarterAccommodations.pdf](http://opi.mt.gov/pdf/Assessment/SMART/DraftCrosswalkCRTSmarterAccommodations.pdf)
 - IEPs
- Designating Accessibility for Students—Judy Snow
- Q&A



Accessibility decisions start with the student

January 2014

Transitions Spring 2014

CRT and CRT-Alternate

- Science CRT and CRT-Alternate, grades 4,8 and 10 (these will continue through 2016)
- Reading and Math Alternate, grades 3-8 and 10
- State, district, school, and student reports



January 2014

Smarter Balanced Assessment Consortium Field Test

- Mathematics and English Language Arts (ELA)
- Grades 3-8 and 11
- No reports



Accommodations

Current

- **CRT&ALT** --will remain same. Guidance is online.
- **ACT** --specific to ACT. Guidance is online.
- **ELP** —unique to ELP. Guidance is online.

Transition to Smarter

- Usability, Accessibility, and Accommodations
- Tools, supports, and accommodations
- Manuals online on OPI field test site:
- http://opi.mt.gov/Curriculum/MontCAS/index.html#p7GPc1_8



Magda Chia

January 2014

Smarter Balanced Assessment Consortium

Magda Chia, Ph.D.
Director, Support for Under-represented Students



2014 Assessment and Data Conference
Helena, Montana
January 16, 2014



Smarter Balanced Assessment Consortium

Magda Chia, Ph.D.
Director, Support for Under-represented Students



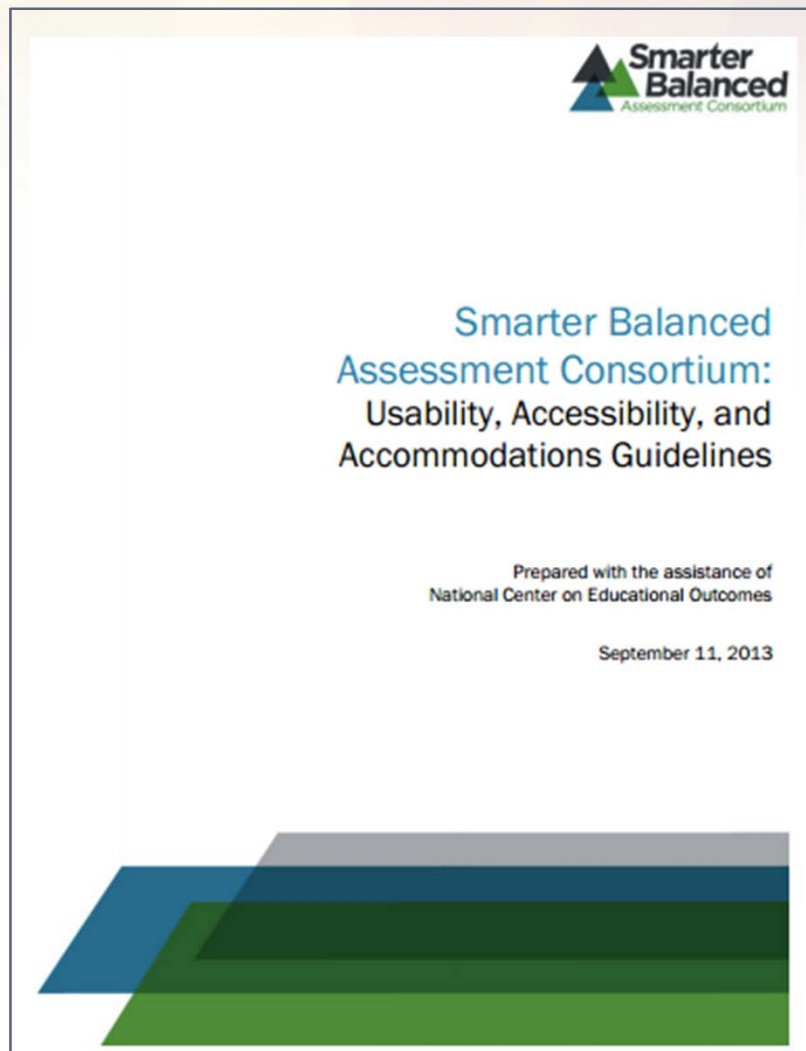
2014 Assessment and Data Conference
Helena, Montana
January 16, 2014



Agenda

- Guidelines
- Six categories of resources
- Embedded and non-embedded
- Resources in different categories
- Questions and Answers

Usability, Accessibility, and Accommodations Guidelines



http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

Common Accommodations Policy

For the secure summative assessments, a state can only make available to students the universal tools, designated supports, and documented accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

A member state may elect **not to make available** to its students, any universal tool, designated support, or documented accommodation that is otherwise included in the *Guidelines* when the implementation or use of the tool, support, or accommodation is in conflict with a member state's law or regulation, policy.

Guidelines Structure

- Introduction
 - Purpose and intended audience
 - Briefly addresses Framework and ISAAP
- Three main sections on resources
- References
- Appendices
 - Summary of supports
 - Research lessons

Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Documented Accommodations

Embedded

American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

Six Categories (1 of 2)

Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Documented Accommodations

Embedded

American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

Six Categories (2 of 2)

	Universal Tools	Designated Supports	Documented Accommodations
Embedded	Breaks Calculator ⁴ Digital Notepad English Dictionary ⁵ English Glossary Expandable Passages Global Notes Highlighter Keyboard Navigation Mark for Review Math Tools ⁶ Spell Check ⁷ Strikethrough Writing Tools ⁸ Zoom	Color Contrast Masking Text-to-Speech ⁹ Translated Test Directions ¹⁰ Translations (Glossary) ¹¹ Translations (Stacked) ¹² Turn off Any Universal Tools	American Sign Language ¹³ Braille Closed Captioning ¹⁴ Text-to-Speech ¹⁵
Non-embedded	Breaks English Dictionary ¹⁶ Scratch Paper Thesaurus ¹⁷	Bilingual Dictionary ¹⁸ Color Contrast Color Overlay Magnification Read Aloud Scribe ¹⁹ Separate Setting Translations (Glossary) ²⁰	Abacus Alternate Response Options ²¹ Calculator ²² Multiplication Table ²³ Print on Demand Read Aloud Scribe Speech-to-Text

Resources—Different Categories

	Universal Tools	Designated Supports	Documented Accommodations
Embedded	Breaks Calculator ⁴ Digital Notepad English Dictionary ⁵ English Glossary Expandable Passages Global Notes Highlighter Keyboard Navigation Mark for Review Math Tools ⁶ Spell Check ⁷ Strikethrough Writing Tools ⁸ Zoom	Color Contrast Masking Text-to-Speech ⁹ Translated Test Directions ¹⁰ Translations (Glossary) ¹¹ Translations (Stacked) ¹² Turn off Any Universal Tools	American Sign Language ¹³ Braille Closed Captioning ¹⁴ Text-to-Speech ¹⁵
Non-embedded	Breaks English Dictionary ¹⁶ Scratch Paper Thesaurus ¹⁷	Bilingual Dictionary ¹⁸ Color Contrast Color Overlay Magnification Read Aloud Scribe ¹⁹ Separate Setting Translations (Glossary) ²⁰	Abacus Alternate Response Options ²¹ Calculator ²² Multiplication Table ²³ Print on Demand Read Aloud Scribe Speech-to-Text

Creating the Conditions for Student Success



- Identifying and Documenting Student-Specific Supports to Best Measure Learning

A larger toolbox to consider as new tests are phased in

Spring 2014 – Measured Progress

- Science - Grades 4, 8 and 10

Spring 2014 – Smarter Balanced

- Math, Grades 3-8 and 11
- ELA, Grades 3-8 and 11



January 2014

Guidance Documents: Smarter



Guidelines: Frequently Asked Questions

Smarter Balanced states identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document apply to the Smarter Balanced interim and summative assessments.

States may use these FAQs to assist districts and schools with transitioning from their former assessments to the Smarter Balanced assessments. In addition, the FAQs may be used by districts

to ensure understanding among staff and schools regarding the unit supports, and accommodations available for the Smarter Balanced them with decision-making teams (including parents) as decisions a respect to use of the Smarter Balanced *Usability, Accessibility, and*

Additional information to aid in the implementation of the *Guideline Student Assessment Accessibility Profile (ISAAP) Module*, the *Test A Implementation Guide*. These documents will be made available over

The FAQs are organized into four sections. First are general question about specific universal tools and designated supports. Questions t language learners (ELLs) comprise the third set of FAQs, and questi students with disabilities comprise the fourth set of FAQs.

Overview of FAQs, with Links to Answ

General FAQs:

1. What are the differences among the three categories of uni and accommodations?
2. Which students should use each category of universal tools,



Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Implementation Guide

Prepared with the assistance of
National Center on Educational Outcomes

January 2014
December 23, 2013



Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines

Prepared with the assistance of
National Center on Educational Outcomes

September 11, 2013

Guidance Documents: CRT

Scheduling Accommodations

1. Change in administration time: test is administered at a time of day or a day of the week based on student needs.
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3. N/A

Setting Accommodations

4. * Individual Administration: Test was administered in a one to one situation.
5. * Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 is used. More than five students should be in the small group administration.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

TO: System Test Coordinators, Test Administrators, Special Education
Directors and Teachers, General Education Teachers, Title I Teachers, RTI
Directors, System and Building Administrators

FROM: Judy Snow, State Assessment Director

DATE: November 2012

RE: Accommodations for the Spring 2013 Criterion-Referenced Test (CRT)

The accommodations for the spring 2013 CRT are the same as in 2012. However, this memo provides new clarification and a process for approval for accommodations coded ** for general education students.

- **New this year:** Online request system for **coded accommodations for students not identified as IEP/504/LEP. Please see page 3 of this memo for criteria for use of accommodations coded ** for general education students.

How do they fit together?



January 2014

Crosswalk between Current System and Smarter Balanced System



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
406.444.3095
888.231.9393
406.444.0169 (TTY)
opi.mt.gov

|

Accommodations Crosswalk

Many teachers are interested in understanding the relationship between the testing accommodations that were used for the CRT, and the accommodations available for the new Smarter Balanced assessment. Because of the major differences between these two tests (i.e., paper and pencil test vs. computer adaptive test), there is not a simple one to one alignment between these two systems. While the CRT accommodations were presented within categories that describe the “what” or “how” of an accommodation (e.g., Setting, Equipment), the Smarter Balanced approach is grounded in a model emphasizing overall usability, as well as student-specific participation strategies intended to provide access and accommodate specific needs. The Smarter Balanced strategies are organized into three sets, reflecting the various groups of students for whom a practice is available. These are: universal tools, available to all students based on student preference and selection; designated supports, available to a student based on an identified need and recommendation of a knowledgeable educator or team of educators; and accommodations, changes in procedures or materials that are identified in an IEP or 504 plan as necessary for a student to access the assessment.

We *Know* that Transitions Take Time



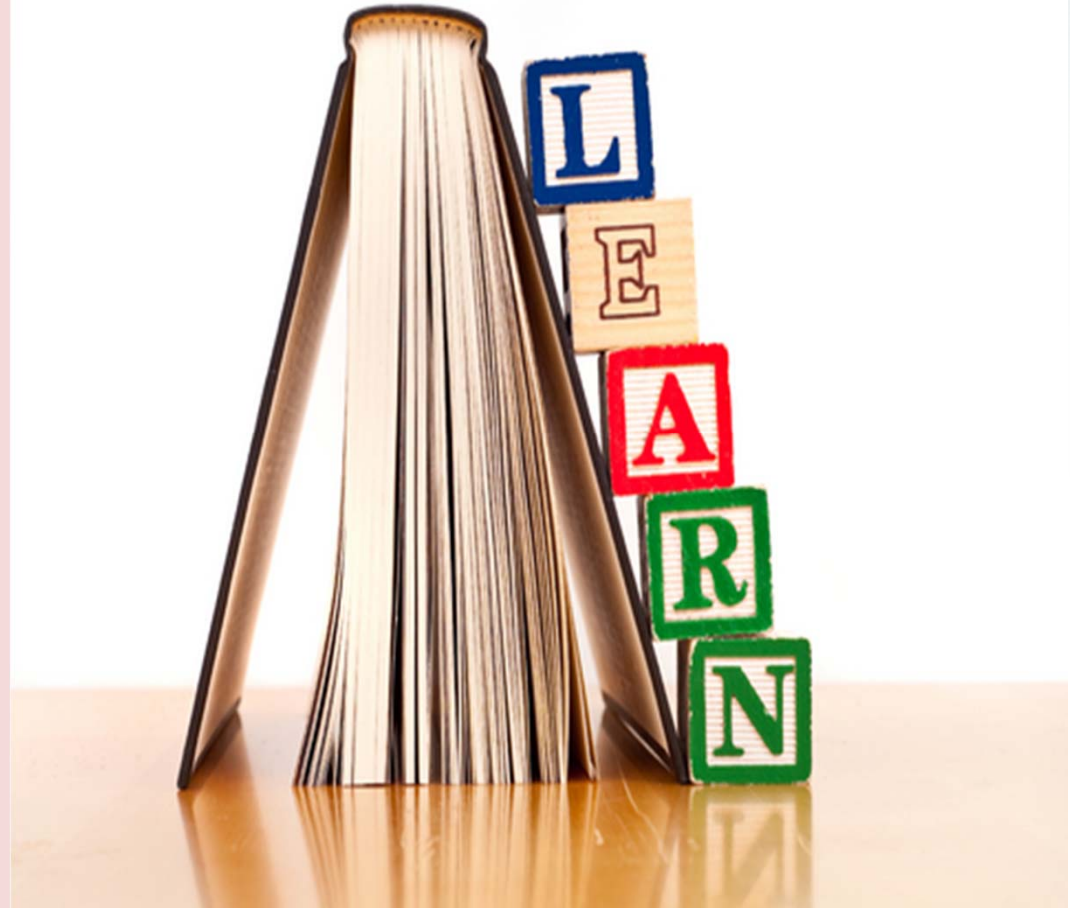
Think Short Term and Long Term Approaches to Planning Supports



January 2014

Use what you know about
how a student learns best!!

Gathering
Information to
Guide
Decisions
About Needed
Conditions and
Supports





2014

Connecticut State Department of Education

Test Support/Accommodations Form: All students ▲, Special Education ■, Section 504 Students ●, English Learners (EL) ♦

IEP Date: _____ SASID:

Student's Name: First _____ Last _____

Date of Birth [MM/DD/YY]: _____ Sex: M F Grade: _____

FPT Administrator/Designee: _____ Email: _____

This student has (circle one): A) A Special Education IEP B) A Section 504 Plan C) Neither

This is an English Learner - EL (circle one): Yes No

MA	ELA	MA= SMARTER BALANCED Math ELA= SMARTER BALANCED English Language Arts
Presentation Accommodations: ALL ▲ SPED ■ 504 ● EL ♦		
<input type="radio"/>	<input type="radio"/>	Refreshable Braille (Contracted <input type="radio"/> Non-contracted <input type="radio"/>) ■ ●
<input type="radio"/>	<input type="radio"/>	Braille Embosser (Contracted <input type="radio"/> Non-contracted <input type="radio"/>) ■ ●
<input type="radio"/>	<input type="radio"/>	Print on Demand ■ ● *
<input type="radio"/>	<input type="radio"/>	American Sign Language (ASL) Computer Embedded ■ ●
<input type="radio"/>	<input type="radio"/>	Text-to-Speech for Reading Passages (available for Grades 3-5 ONLY for visually impaired students who do not use braille, and for Grades 6-8 & 11) ■ ●
<input type="radio"/>	<input type="radio"/>	Text-to-Speech *(Does NOT include Reading Passages) ▲
<input type="radio"/>	<input type="radio"/>	Closed Captioning ■ ●
<input type="radio"/>	<input type="radio"/>	Color Contrast ▲
<input type="radio"/>	<input type="radio"/>	Color Overlay ▲
<input type="radio"/>	<input type="radio"/>	Magnification ▲
<input type="radio"/>	<input type="radio"/>	Masking ▲
<input type="radio"/>	<input type="radio"/>	Turn off any universal accessibility tools ▲
Response Accommodations: ALL ▲ SPED ■ 504 ● EL ♦		
<input type="radio"/>	<input type="radio"/>	Speech-to-Text - Voice Recognition Software ■ ●
<input type="radio"/>	<input type="radio"/>	Scribe not available in ELA Writing ■ ● *
<input type="radio"/>	<input type="radio"/>	Scribe ELA Writing ■ ● *
<input type="radio"/>	<input type="radio"/>	Alternate Response Options - Includes adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouses, touch screens, head wands and switches. ■ ●
Other Accommodations: ALL ▲ SPED ■ 504 ● EL ♦		
<input type="radio"/>	<input type="radio"/>	Calculator (Non-Embedded) ■ ●
<input type="radio"/>	<input type="radio"/>	Abacus- used in place of scratch paper ■ ●
<input type="radio"/>	<input type="radio"/>	Multiplication Table- For math items beginning in grade 4 ■ ●
Limited English Proficiency Support:		
Designated Supports - EL ♦		
<input type="radio"/>	<input type="radio"/>	Bilingual Dictionary- Word-to-Word for ELA-performance task full writes ♦
<input type="radio"/>	<input type="radio"/>	Translation test directions ♦
<input type="radio"/>	<input type="radio"/>	Translation Glossary ♦
<input type="radio"/>	<input type="radio"/>	Translation (Stacked) ♦

*Requires approval through [REQUEST FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS](#) For Smarter Balanced Field Test 2015-16

Joe Amenta (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment -
[CDE CAPT/CMT Accommodations Data Collection Website](#)

Becoming familiar with what tools are available when – one state's approach

Longer Term Planning Approaches: Potential Sources of Information

- Student (interview)
- Teacher (former/current)
- Parents
- Student performance data
- Learning Style Inventories



Learning Inventories

When teachers know how their students learn best, they can design instruction that benefits all students. Knowing their own learning profile can help students become better learners, because they will be able to adjust their interaction with new material in order to understand and retain it. Several learning inventories are included in the Getting to Know Students Packet on the main page. Below are some links to online learning inventories that students can take to find out how they learn best.

Websites on Learning Inventories:

Learning Styles Online.com

<http://www.learning-styles-online.com/inventory/>

Find Your Strengths

<http://literacyworks.org/mi/assessment/findyourstrengths.html>

Learning Style Inventory

<http://www.rrcc-online.com/~psych/LSInventory.html>

What's Your Learning Style?

<http://www.usd.edu/trio/tut/ts/stylest.html>

<http://wvde.state.wv.us/strategybank/LearningInventories.html>

January 2014

Classroom Accommodations Worksheet

Classroom Accommodations Worksheet¹

Follow these steps to identify accommodations that are needed for classroom instruction and for classroom tests for a specific student. Be sure to consider specific characteristics, strengths, and weaknesses of the student for whom this worksheet is being completed. For each step, be sure to separately consider instruction and tests, and use the questions to spark ideas about useful accommodations. You will find it helpful to complete this worksheet with other individuals who know the student.

¹Source: Elliott & Thurlow, 2006, pg. 57 (format modified)

	Reflections on Each Question	Possible Instructional Accommodations	Possible Classroom Test Accommodations
1. What helps the student learn better or perform better? What gets in the way of the student showing what he or she really knows and can do?			
2. What have the student's parents or guardian told you about things that they do to help the student complete household tasks or school homework?			
3. What are the student's strengths and weaknesses? What skills or behaviors often get in the way of learning or performance?			

Documenting Needed Supports on the IEP/504 Plan: Bare Bones

PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS

The student will participate in the State/Districtwide assessments in the following manner: (Check one box for each test.)

CRT Tests (Grades 3-8, 10) ☐ N/A

☐ Without accommodations

☐ With accommodation(s)

☐ CRT-Alternate*

Districtwide Tests ☐ N/A

☐ Without accommodations

☐ With accommodation(s)

☐ Alternate Assessment

Identify any test accommodations that must be provided for the student:

CRT: _____

Districtwide: _____

For any student who participates in an alternate assessment describe:

Why the child cannot participate in the regular assessment, and;

Why the particular alternate assessment selected is appropriate for the child.

* The student may not participate in the CRT-Alternate unless the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the regular curriculum; learning objectives and expected outcomes focus on functional application, as shown by the IEP's goals/objectives; and the student requires direct and extensive instruction to acquire, maintain, regularize and transfer skills.

For students who participate in the CRT-Alternate, the student's IEP must contain benchmarks or short-term objectives.

January 2014

An Integrated Approach Across the IEP

CONSIDERATION OF SPECIAL FACTORS		
	YES	NO
• Does the student's behavior impede his/her learning or that of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require assistive technology devices or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Has the student been determined to be "Limited English Proficient"?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Any item above checked "Yes" must be addressed in the IEP.</u>		
For a student with blindness or visual impairment <input type="checkbox"/> N/A	YES	NO
• Does the student need training in orientation and mobility?	<input type="checkbox"/>	<input type="checkbox"/>
<u>If "Yes" is checked</u>, training must be addressed in the IEP.		
• Does the student need instruction in Braille or the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
<u>If "No" is checked</u>, describe in the notes why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.		

(continued)

Student Name: _____ IEP Date: _____

SUPPLEMENTARY AIDS AND SERVICES

Regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/modifications are needed.

Specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. ☐ **None Needed**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Action Plan

- School Teams
- IEPs
 - Crosswalk
 - Communication



January 2014

Designating Accessibility for Students

TIDE

- Test Information Distribution Engine
- For designating accessibility for students
- Information entered into TIDE at the District and/or school level
- OPI will provide training and guidance



OPI Assessment Contacts

Ashley Makowski, Assessment Administrative Assistant

- 406-444-3511 amakowski@mt.gov

Yvonne Field, Assessment Specialist

- 406-444-0748 yfield@mt.gov

Pam Birkeland, Special Projects

- pbirkeland@mt.gov

Judy Snow, State Assessment Director

- 406-444-3656 jsnow@mt.gov

Gail McGregor, Research Professor, University of Montana

- (406) 243-2348 mcmgregor@ruralinstitute.umt.edu